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ABSTRACT

This bulletin presents news and opinions of the staff of Project Brave of the St. John Valley in northern Maine. Included in this issue are names of members of the Project's Board of Directors and Advisory Council, news of a matched-guise language survey, a report on culture in a child's world, and photographs of activities at Project Brave. The text is in English and French. (SK)

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# PROJECT BRAVE BULLETIN

**JOYEUX NOEL**

**BONNE ET HEUREUSE ANNEE**

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VOL. II, No. 3

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St. John Valley, Maine

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ST. JOHN VALLEY BILINGUAL EDUCATION

TITLE VII STAFF

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Gil Hebert, Evaluator
Norman Dube, French Specialist
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## BOARD OF DIRECTORS

The St. John Valley Bilingual Project (Title VII), as its name indicates, includes three school systems of the Valley. The three superintendents serving as members ex officio on the board are Mr. Guy Baker, S.A.D. #33, Frenchville, Mr. John Houghton, Madawaska School Department, and Mr. Charles Tanous, S.A.D. #24, Van Buren. Mrs. Lowell Daigle represents U. of M. at Fort Kent. The other members of the board are elected representatives of their respective local districts. These people are:

| FRENCHVILLE | MADAWASKA | VAN BUREN |
|---|---|---|
| Mr. Richard Morin | Mr. Joel Leblanc, chairman | Mr. Elmer Corbin |
| Mr. James Roy | Mr. Ralph Foster | Mr. Lorne Parent, Jr. |

The board of directors is responsible for informing the local school boards about Title VII activities in their respective schools. These board members work directly through the project director and are asked to give advice concerning project policies and procedures.

## ADVISORY COUNCIL

Because the bilingual project is for the people, it is essential to its success that it be in constant contact with the people.

Advisory council members are chosen from varied walks of life - businessmen, clergymen, educators, parents of students in the program and high school students.

Meetings of the advisory board with the Title VII staff are held periodically to discuss program goals and objectives. Their suggestions are greatly appreciated by the Title VII staff. The time they donate is greatly appreciated and considered a most valuable contribution to the 450 youths in our bilingual program. These members are:

GRAND ISLE: A. J. Michaud

| FRENCHVILLE | MADAWASKA | VAN BUREN |
|---|---|---|
| Rev. Father Levesque | Rev. Father Fecteau | Sr. Eva Chouinard |
| Sr. Alberta Chasse | Mr. Philip Rossignol | Mrs. Elmer Violette |
| Mr. Jack Michaud | Mr. Adrian E. Gagnon | Mrs. Louise Lagassey |
| Miss Ursula Michaud | Mr. Joffre Daigle | Miss Martine Pelletier |
| Mr. Jean Paul Ouellette | Mr. Bob Lausier | Mrs. Edwin Parent |
| Mr. Mark Michaud | Miss Patrice Tardif | Miss Albertine Dionne |

## MATCHED-GUISE TESTING

Project Brave is, at this time, conducting a matched-guise language survey. This survey is to help us identify various characteristics associated with different styles of French and English. McGill University of Montreal is handling the computation of the results. Students from throughout the Valley and U. of M. at Fort Kent have participated in this survey. The information gained will prove valuable to any person interested in language and its effect on social attitudes.

As soon as the findings are complete, all schools will receive copies of the report. The staff wishes to thank the following schools who participated: Madawaska High School, Van Buren District High, Wisdom High, Bailey School, Champlain School, and the University of Maine at Fort Kent. They all cooperated in making this language attitude survey possible.

The first graders were also given the "Metropolitan Readiness Test." This test measured their competency in reading, listening for sounds, and numbers. Over 50% of the students achieved well over the national norm in these areas.

In the second grade, the students took the "Metropolitan Achievemert Test." This test battery evaluated the students' success in the following skills: reading, and mathematics. At least 50% of the students achieved over the national norm in these areas.

At the end of this school year, the students will be given another battery of standardized tests. In so doing, this will provide important evaluative feedback about the students in the Title VII Program.

These results would indicate at this time that the Title VII students are not in any way hampered by bilingual instruction but that both French and English be learned simultaneously.

"Culture in a Child's World"

John is seven and lives in New York City. His world is contained in a 7th story apartment and balcony plus the four blocks where he walks to school.

His days and nights are made up of sounds from buses, honking cars, and Greek-Polish-Puerto Rican speakers; the sight of bustling crowds, tall buildings, wide pavements and neon signs, the taste of wieners, sauerkraut, hard candy, bubble gum, and Asiatic dishes; the smell of French and Italian restaurants, of aging buildings and new high-rise tenements; the feel of slushy snow, dampness from the harbor, and business-like friendships.

Jean is seven and lives in the St. John Valley. His world is contained in a two story house, green-grassed or snow white back yard plus his town.

His days and nights are made up of sounds from passing cars, shouting youngsters, and English-French speakers; the sight of village streets, low wooden structures, slopes and hills; the taste of cretons, Maine potatoes, and plogues; the smell of pine trees, downtown stores, maple syrup and raspberry bushes; the feel of the St. John River fog, ski-slope snow, and over-a-hot-chocolate friendship.

John's and Jean's worlds are personal to them. They will speak about their worlds, learn to read and write about them, dream about them, — try, each in their own way, to make them better worlds.

Title VII is working toward understanding the world of Jean in the Valley. The school has a stake in this understanding. The classroom must be a duplication and an extension of his world.

This year, teachers have cooperated in putting some pieces of the second graders' world together. They have done this in the form of materials—booklets, cassettes, posters, language master cards, evaluation sheets and songs which reflect the cultural experiences of the students.

The materials are a Social Science Series which include agriculture, industry and social institutions in the Valley. The specific booklets are entitled: Les Patates, L'Eglise, La Famille, La Foret, and L'Ecole.

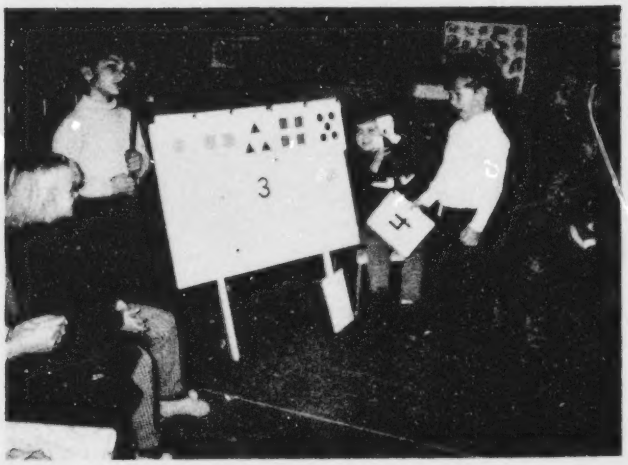
The experimental materials are generating some assessment of cultural values on the part of the students. Initial observations by teachers also indicate that the materials provide a sound context for learning French. The variety of materials components, the format of the booklets, and illustrations seem to make a distinct impression upon the students in their learning experience. They are receptive to the topics, the songs and much of the readings.

Our best evaluation comes from the students themselves as they talk about what they know. Samples:

"J'aime manger des patates."
"Il fait froid ramasser des patates."
"Il faut se lever de bonne heure."
"J'ai eu des patates pour diner."

Doesn't seem like much? One can wonder what they would have to say at this level if they had to discuss artichokes!

"MR. P. MOONEY"



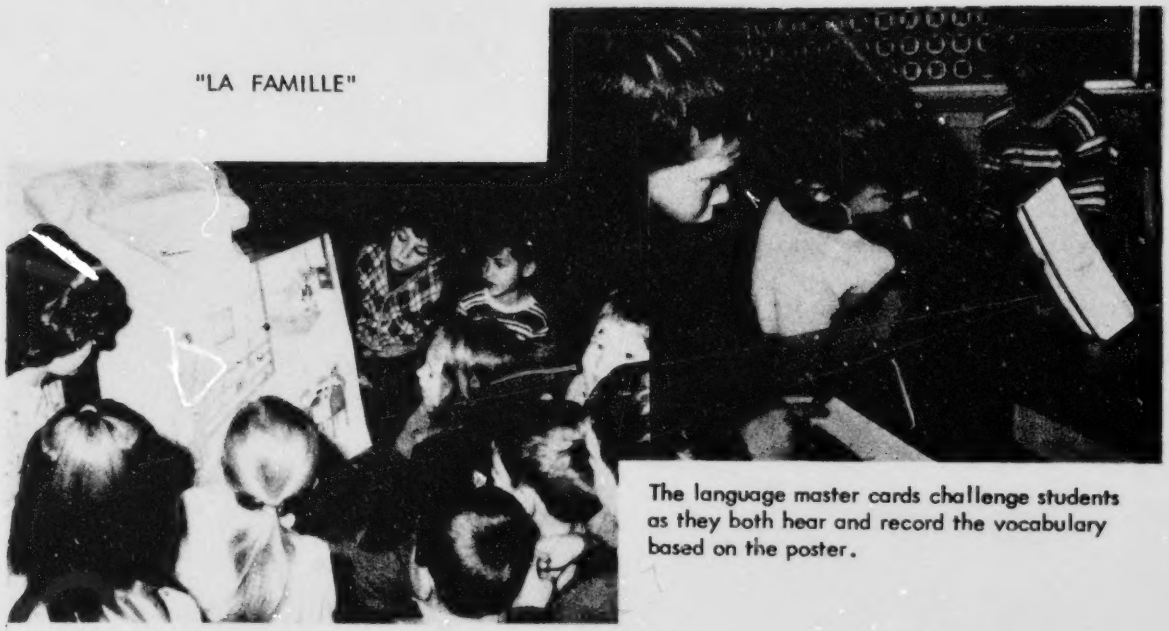

If you drop in to visit Sr. Dorothy Violette's class at St. John School, you will find that one of the most popular characters of the kindergartners is the puppet held by the little girl sitting at the right of the pocket chart in the above snapshot. Mr. P. Mooney has neither eyes nor ears, for this English language kit aims at having youngsters become his eyes and ears (that is, it encourages speaking and listening skills in the children).

The "magic stick" held by the little boy standing to the left of the pocket chart has a magic nose which lights up whenever a correct answer is given.

"LET'S PRETEND"

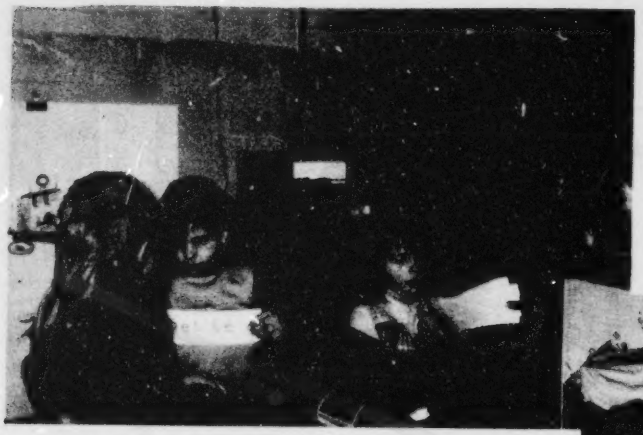
Remember way back when the world of make believe came true? These kindergarten children of Mrs. Theresa Thibault's class at St. Thomas School become fairy tale characters and wave the magic wand to become transformed into Goldilocks and the Three Bears. Children are thus encouraged to express themselves in creative arts and dramatics.

"LA FAMILLE"



The language master cards challenge students as they both hear and record the vocabulary based on the poster.

Students of Sr. Yvette Plante's first grade of St. John School gather round to discuss in French the family poster.



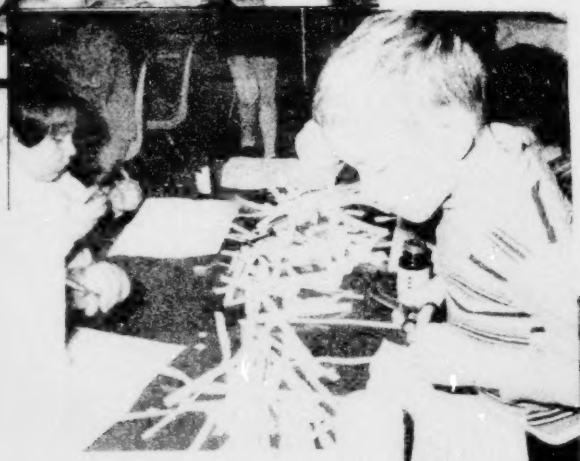
Vocabulary is reinforced by the use of flash cards and language master cards as these students show.

"LE REVEILLON"

What would Christmas be without "le réveillon?" Students of Bailey School with their teacher, Sr. Sylvia Michaud, discuss this traditional Christmas event.

"READING CHALLENGES"

The eye Gate Perceptive Reading Program really challenges Miss Theresa Ayotte's first graders of Evangeline School. New vocabulary is first seen on film, then heard on a record, next repeated, and the letters of each word are located, cut, then stuck on sheets by each child.



Last, but not least, a very interesting film is shown which sums up the very active lesson in reading.

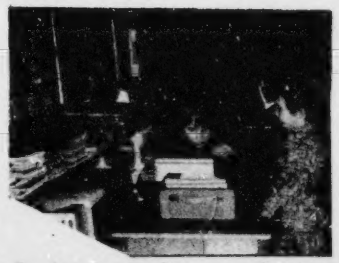
"HATS! HATS! HATS!"

When little minds set to work on a project, it is amazing that these first grade students of Sr. Jeannette Roy, Upper Frenchville, listed 47 different kinds of hats! The English lesson began with the listing of different hats from the Peabody Language Kit, evolved into experience charts, and as a finale, a hat show. Pictured are a few of the young ones sporting their own creations. What a painless and effective way to learn the possessive case.

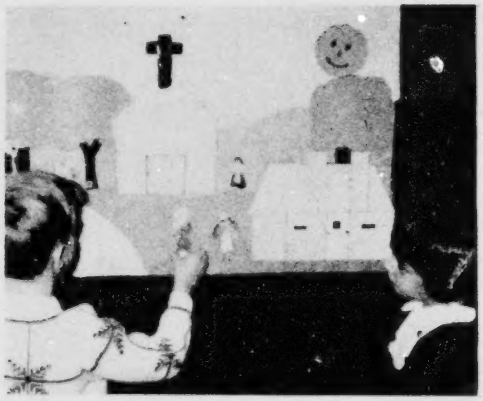
"Les cloches du Hameau" (an old French-Canadian folk song) forms the background music as these 2nd graders of Frenchville review with Mr. Normand Dube the second booklet of the social science series developed here in the Valley to teach students who they are, where they live, and who their ancestors were.

"l'Eglise"

Another group listens to the songs and readings of the booklet taped for them.



Students next listen to the language master cards, then repeat these sentences on the cards themselves.



"LES ACADIENS"

Learning about one's ancestors becomes much more meaningful when the materials are bright, colorful and easy to handle by six-year-old hands. The colorful booklet, Les Acadiens, is supplemented by felt board materials shown above as Sr. Yvette Raymond's first grade students of St. Thomas School use them.

## CHRISTMAS IN THE VALLEY

(Facts taken from the Madawaska Centennial Book)

In the past customs of the Valley, Christmas did not have the social importance given New Year's Day. The people attended Midnight Mass, after which there were reveillons in the home. The guests were served wine, candy, tourtieres, cretons, bread, and croquecignols or beignets.

On New Year's Day, after wishing everyone "Bonne, Sainte et Heureuse Annee et le Paradis a la fin de vos jours!" there was general handshaking and well wishing among friends, with kissing (a rare event except on New Year's Day). In every home the father traced a cross on the forehead of each member of the family and gave them his blessing. Then followed the opening of presents, cards and feasting with friends and relatives.

### BISCUIT ROULE

TREMPEZ LE TORCHON DANS L'EAU, ESSOREZ-LE ET ETENDEZ-LE BIEN A PLAT, ROULAGE DU GATEAU.
METTEZ DANS UN GRAND BOL
2 OEUFS ENTIERS
4 CUILLERES A SOUPE DE SUCRE EN POUDRE
5 CUILLERES A SOUPE DE FARINE
ET 2 PINCEES DE SEL.
MELANGEZ BIEN AVEC LA CUILLERE EN BOIS
JUSQU'A CE QUE LA PATE SOIT LISSE.
AJOUTEZ 1 CUILLERE A CAFE DE LEVURE CHIMIQUE
MELANGEZ BIEN.
ALLUMEZ LE FOUR (6)
BEURREZ UNE PETITE PLAQUE
AVEC 1 CUILLERE A SOUPE DE BEURRE.
VERSEZ LA PATE SUR LA PLAQUE.
METTEZ AU FOUR 12 MINUTES
QUAND LE BISCUIT EST CUIT ETEIGNEZ LE FOUR.
MOUILLEZ UN TORCHON PROPRE AVEC DE L'EAU
ETENDEZ-LE BIEN A PLAT SUR LA TABLE
SAUPOUDREZ-LE AVEC 3 CUILLERES A SOUPE DE SUCRE EN POUDRE. SORTEZ LE BISCUIT DU FOUR.
DEMOULEZ-LE SUR LE TORCHON SUCRE.
REPARTISSEZ DESSUS 3 CUILLERES A SOUPE DE CONFITURE. ROULEZ LE BISCUIT SUR LUI-MEME.

### JELLY ROLL

DIP THE DISH TOWEL IN WATER,
WRING IT OUT AND SPREAD IT VERY SMOOTHLY,
ROLL THE CAKE.
PUT IN A LARGE BOWL
2 WHOLE EGGS,
4 TABLESPOONS OF SUGAR
5 TABLESPOONS OF CAKE FLOUR
AND 2 PINCHES OF SALT.
BEAT WELL WITH A WOODEN SPOON
UNTIL THE BATTER IS SMOOTH.
ADD 1 TEASPOON OF BAKING POWDER.
BEAT WELL.
PREHEAT THE OVEN TO 400° (6).
BUTTER A SMALL BAKING SHEET
WITH 1 TABLESPOON OF BUTTER.
POUR THE BATTER ONTO THE SHEET.
BAKE FOR 12 MINUTES.
WHEN THE CAKE IS COOKED, TURN OFF THE OVEN (AND IF USING ELECTRICITY, OPEN THE OVEN DOOR).
DAMPEN A CLEAN DISH TOWEL WITH WATER.
SPREAD IT OUT VERY SMOOTHLY ON A TABLE
SPRINKLE IT WITH
3 TABLESPOONS OF SUGAR.
TAKE THE CAKE OUT OF THE OVEN.
TURN IT UPSIDE DOWN ON THE SUGARED TOWEL.
SPREAD IT WITH
3 TABLESPOONS OF JELLY.
ROLL UP THE CAKE (REMOVING THE TOWEL AS YOU ROLL).